



January 10, 2013

Lisa Hall, Board Chair
Elsie Whitlow Stokes Community Freedom Public Charter School
3700 Oakview Terrace, NE
Washington, DC 20017

Dear Ms. Hall:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report

On November 30 and December 6, 2012, a Qualitative Site Review team conducted on-site reviews of the Elsie Whitlow Stokes Community Freedom Public Charter School (EW Stokes PCS). The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson Framework for Teaching observation rubric. We also visited a board meeting, a parent event, and conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the schools charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at EW Stokes PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that the EW Stokes PCS is in compliance with its charter.

Sincerely,


Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that EW Stokes PCS contracted to in its charter and the evidence that the Qualitative Site Review (“QSR”) team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students will be able to define and discuss their views in a minimum of two languages on various subjects—contemporary or historical.	Dual language is the core of the educational program and is evident in day-to-day operations of the school. Alternate scheduling ensures equitable time for instruction in English and French or English and Spanish. Dual language instructors facilitate team teaching for development of both languages. The QSR team observed core curriculum classes conducted in students’ target languages, such as a math class taught in Spanish.
Students will be able to express themselves clearly using written, oral and artistic mediums.	Classroom observations revealed a focus on the development of students’ oral, written, and artistic expression. Students were encouraged to describe their approaches to problem solving and to use writing criteria to create written expression in dual languages. Student art was displayed in art galleries throughout the building.
Students will be able to demonstrate the use of critical thinking.	Teachers asked students to provide a rationale for their answers and often initiated these discussions with “why” questions. In some classrooms, teachers gave students opportunities to propose and demonstrate new procedures for solving problems. The QSR team also observed teachers pushing students to defend both sides of arguments and to understand the difference between persuasive and informative communication.
Students will be able to work cooperatively in teams to produce projects which fully exploit the skills of all participants.	Although teachers organized classrooms to facilitate group work and teachers referenced their use of project-based learning, the display of group projects was sparse and limited to a few classrooms.
Students will be able to design and perform scientific experiments and evaluate the scientific results of others.	Classroom observations and school-wide displays did not indicate a focus on science experiments. The QSR team observed some evidence of science instruction in classroom visits.
Students will be able to demonstrate the capacity to apply mathematical and computation and problem solving skills.	One classroom observation revealed efforts to apply math concepts to problem-solving contexts by asking students to calculate the cost of making a graham cracker house. Students were encouraged to share alternative approaches to solving math problems.
Students will be fully conversant and able to employ technology resources for diverse purposes.	The review team did not observe the use of technology to enhance instruction. In most cases, the teachers did not turn on the computers in classrooms. Technological resources and student technology products were not visible during the site visits. In focus groups, teachers and administrators shared that the school has formed a committee to develop the school’s technology program. The school owns a mobile lab, a computer lab in the library, and several cameras that teachers used for photography instruction. In the focus group, administrators noted that students receive instruction in web page creation, blogging, and internet safety.

Goal as Identified by the School	Evidence
The school will increase students' knowledge of other cultures, nations and languages.	According to the administrative and teacher focus groups, the school exposes students to different cultures regularly. Dual language is the core of the educational program and is evident in day-to-day operations of the school. Learning projects which incorporate a contemporary or historical perspective such as the election of Barack Obama or study of the Mayan culture were visible in some classrooms. School leaders also cite staff and faculty diversity as an element of the school's multicultural focus. Teachers cited heritage sharing on Friday afternoons as a time for students to discuss their family backgrounds and history. Sixth grade students have the opportunity to go on school trips to Panama and Martinique that expose them to those countries' cultures and history.
The school will foster respect for the student's own culture and that of others.	Aside from the aforementioned evidence related to multicultural exposure, the QSR team did not observe any evidence related to this goal.
Students will be able to demonstrate cross-cultural understanding of how different peoples develop alternative ways to respond to common human challenges.	Aside from the aforementioned evidence related to multicultural exposure, the QSR team did not observe any evidence related to this goal.
Students will display curiosity, openness, sensitivity and acceptance of diversity and alternative strategies for approaching and resolving issues in their lives.	The QSR team did not observe any evidence related to this goal.
The school will promote students' emotional and physical well-being.	The QSR team observed teachers using a warm and respectful tone with students and encouraging student-teacher and student-student interactions during instruction. Students have a recess period daily, which is outdoors most days, and participate in a weekly health and physical education program based on national standards. The school employs full-time nurse services and a clinical psychologist who provides counseling. EW Stokes PCS has implemented a Wellness Initiative since 2006.
Students will be able to balance physical and emotional well-being with their cognitive development.	Aside from the aforementioned evidence related to wellness initiatives and physical education, the QSR team did not observe any evidence related to this goal.
The school will actively involve students in service to the community while preparing them for citizenship in a multicultural society.	Each curriculum theme includes a service-learning component. Examples of recent service learning projects include Bird Habitats in the Community (2 nd grade); Junior Park Rangers (4 th grade); and Neighborhood Clean-up Day (all grades).
Students will understand and demonstrate responsibility to their communities.	Aside from the aforementioned evidence related to community service, the QSR team did not observe any evidence related to this goal.
The school will provide a core liberal arts and science curriculum based on national standards of achievement.	The school has adopted the Common Core State Standards to ensure a rigorous curriculum. Students engage in learning projects that incorporate the core subjects. The QSR team observed artifacts of these projects in some classrooms. Standards and examples of student work to demonstrate mastery were displayed on bulletin boards.
The school will involve businesses, nonprofit and educational institutions and partners to support the academic and non-academic goals of the school. A minimum of two partnerships will be established in the first year with the addition of at least one new partnership each year for the ensuing for years of the charter.	The QSR team did not observe any evidence related to this goal.

Goal as Identified by the School	Evidence
The school will involve families and other community members in all aspects of the school, including support for individual student success, periodic review of and input into school objectives and curricula; support for school fundraising activities; development and review of school policies; and participation in school-sponsored activities	The school has integrated family involvement into the school program. Staff performance is evaluated partially on parental engagement. The school views families as teachers, learners, and supporters of the school and as supported by the school. Families serve as volunteers, committee members and in a variety of leadership and governance roles. The Saturday Academy and Teacher Appreciation Program are supported by parent leadership and planning. The school regularly recruits parents to support the academic program with their knowledge and skills. Administration offers monthly parent enrichment workshops for families, such as "Parenting Styles and the Impact on Your Child."
The school will provide enrichment and co-curricular and informal learning activities for students and the entire school community.	A variety of extended enrichment activities are integrated into the instructional program through the curriculum themes. According to school leaders, about 50% of the student population is enrolled in the After-School Program, which offers an array of enrichment and co-curricular activities, including instrumental music lessons (violin, steel drum, African drum, guitar, hand bells); and several clubs (geography, garden, visual arts, drama, and French/Spanish).
Parents indicate overall satisfaction with the EW Stokes program.	The QSR team did not observe any evidence related to this goal.
Students will indicate satisfaction.	During the student focus groups, students expressed many aspects of the school that they enjoyed. They said that they enjoy the ability to learn new things and that they enjoy completing projects that involve spending time with their families.
Students will attend school regularly.	The QSR team did not observe any evidence related to this goal.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of EW Stokes PCS is to prepare culturally diverse elementary students to be leaders, scholars, and responsible citizens who are committed to social justice. EW Stokes PCS teaches students to think, speak, read, write, and learn in two languages: English and French or English and Spanish. This is what PCSB staff looked for when visiting classrooms, attending a parent meeting and board meeting, and conducting the focus groups. The Qualitative Site Review team conducted 20 classroom observations to assess the quality of the school's instructional program.

Students are developing language fluency in either French or Spanish through the dual language immersion model wherein co-teachers alternate the delivery of instruction between the two languages. Teachers implement the instructional program based on essential questions, thematic instruction, and curriculum-based projects aligned to the Common Core State Standards and other national standards.

The diversity of the student/staff population and the focus on service learning were evident. The school exposed students to learning using an interdisciplinary perspective that often focused on teaching students problem-solving based on real-life examples. The curriculum has embedded social justice themes into the units at each grade level. The curriculum gives special attention to displaced and underserved populations around the world.

The QSR team did not observe any evidence of some of the school's goals during the scheduled and unscheduled site visits, including the use of technology in classrooms and students engaged in science experiments.

The Board of Trustees works alongside the school administration to ensure continuous advancement of the school mission and educational program. The board governs and the leadership manages the school in a manner consistent with the school's design and mission. The leadership staff has initiated several initiatives to enhance the learning goals of the school. Currently, a committee is using a technology grant to expand the technology resources available for learning. In addition, an exploratory study is underway to determine the feasibility of adding a middle school as a result from parent feedback. The school administration has focused on further development of the French and Spanish curriculum using international standards.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

Eighty-eight percent of all classroom observations scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The review team observed most classrooms characterized by a warm respectful tone; positive, caring and encouraging student to student and teacher to student interactions; and minimal disruptive behavior.

Teachers held students to the expectations of being fully conversant in their targeted languages, reinforced by oral language procedural prompts and printed displays.

The school uses a co-teaching model. In some classrooms, one teacher assumed a dominant role, while in others the teachers alternated the leadership role. Classrooms ran smoothly in most cases as evidenced by students' ability to move from whole group to small group instruction with minimal guidance, following established routines and working effectively with multiple staff members.

In the classroom observations, most students were well behaved and orderly. Some students even proactively addressed their peers' misbehavior or non-engagement.

Classrooms were equipped with books and other material resources for learning; however, the review team did not observe the use of technology in the instructional programming and design implementation. Teachers prominently showcased student work, particularly artwork.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Approximately 73% of classrooms were proficient or exemplary in areas of Instructional Delivery: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

Generally, teachers were clear in their presentation of subject area content. For example, in most cases the teacher stated the objective of the lesson; in some cases, students were responsible for stating the lesson objective.

Although some teachers involved students in open-ended questions, discussions in many classrooms were limited to low-level, simple recall questions.

Students used presentations to provide examples for the skills and concepts taught or to extend the concept. Teachers used a variety of teaching materials and techniques to maintain student focus on the learning tasks moving from “I do - we do- you do” to achieve the objective.

Fifty-five percent of classrooms were assessed as proficient or exemplary in the use of assessment tasks. Although some teachers used assessment tasks, such as quizzes, exit tickets and guided practice followed by independent practice, other classes ended the lesson without assessing student success in accomplishing the objective. In addition, teachers in some cases, engaged students in quick check strategies for understanding; however, the teacher did not make an effort to involve those students who were disengaged in the discussion. When assessed on the lesson, teachers did so using the targeted language to demonstrate understanding of the core content and the language.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research-based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

EW Stokes PCS employs an array of resource personnel to address the varied needs of students, including an ELL coordinator, special education coordinator, five learning specialists, a bilingual speech/language pathologist, a clinical psychologist, an occupational therapist, and classroom teachers trained in the use of the Sheltered Instruction Observation Protocol ("SIOP") model to promote literacy development for all students. The ELL and special education staff provide most services required for special education students and English language learners in the classroom by planning and consultation with classroom teachers. The Coordinators monitor ELL and special education students to ensure students are progressing academically. In addition, students demonstrating a need for support to address their educational needs may take advantage of tutoring or other supplementary educational services in before and after school care. During the site visit, the review team observed learning specialists in classrooms working with not only students with IEPs, but also others who might have been having difficulties with the learning tasks. The team observed instances of three adults in one classroom during instruction.

The review team was not made aware of other resources available to address students who might be struggling to achieve proficiency in their academic development.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

The school's professional development calendar outlines a variety of trainings planned for instructional staff during the school year, such as Professional Learning Communities, Planning/Curriculum Development, Data Analysis, and Lesson Study. The staff conducts professional development every Wednesday after school and in some all day sessions during the school year. In addition, teachers develop Individual Professional Development Goals and an action plan for accomplishment over the year. Teachers receive ongoing training on the SIOP model, and coaching sessions to improve their implementation skills. Administration evaluates professional development sessions to ensure they are meeting the teachers' needs. Teachers have common planning time with content area teachers, co-teachers, and learning specialists in order to refine planning to address student needs. New teacher orientation, mentor teachers, the ELL Coordinator and Language Immersion Coordinator are resources available to new teachers. Administration surveys teachers to determine their professional development needs and the effectiveness of the support received.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The facility is clean and reflective of the school's focus on dual language development and artistic expression. Staff displays samples of student creativity in all hallways, walls, and common areas. According to the focus groups, students and teachers find the school to be a safe and orderly learning environment where everyone is committed to student success. The QSR team noted that students implemented the behavior standards that have been communicated to them.

Student and staff accomplishments are recognized and rewarded with incentives. Despite perceived gaps in pay between teachers at District of Columbia Public Schools and EW Stokes PCS, teachers report EW Stokes PCS to be a good place to work for several reasons, specifically: flexibility with instructional decisions, the co-teaching model, a positive culture, and a sense of unity.

